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NICE MANAGEMENT COLLEGE, MEERUT

NICE Management College is an institution set up by the NICE Society, an educational and philanthropic society, envisaged and inspired by Babu Vijendra Kumar ji, an eminent agriculturist and social-worker from Gangoh (Saharanpur district). The Society was registered in 1989 as a non-profit organisation, under the Societies Registration Act, 1860, with its office at Meerut and headquarters at New Delhi, and professional institutes located at Meerut and Gangoh (Saharanpur).

The NICE Management College offers MBA and MCA programmes, with affiliation to the UP Technical University, Lucknow, and BBA and BCA courses of the Chaudhary Charan Singh University, Meerut. Shobhit Institute of Engineering and Technology, Meerut, offers B.Tech. programme of the UP Technical University, in the areas of Computer Science, Information Technology, Electronics and Communication, Electronics and Instrumentation, and MCA programme of the same university.

Shobhit Institute of Engineering and Technology, Gangoh, imparts education for the B.Tech. degree of the UPTU in various branches of engineering and technology. Adarsh Vijendra Institute of Pharmaceutical Sciences and Adarsh Vijendra Dental College and Hospital have been recently set up at Gangoh for providing education, leading to the B.Pharma. and B.D.S. degrees of the UPTU. Furthermore, the NICE Society runs Kunwar Shekhar Hospital and Research Centre at Gangoh.

NICE JOURNAL OF BUSINESS

NICE Journal of Business is a half-yearly journal, published by the NICE Management College, Meerut. It seeks to provide a platform to research scholars, practising managers, and academicians in business management, commerce, economics, and allied fields, to present their research findings and share their views and experiences.

It seeks to disseminate information about recent development in the above-mentioned fields and publish Ph.D. thesis abstracts, case studies, and bibliographies on topics of research interest.

Original contributions received for publication in the journal are subjected to a blind review by two experts in the relevant field.

EDITORIAL

We are pleased to place before the readers, the inaugural issue of the NICE Journal of Business. The initial issue of any research journal suffers from the inherent problem of receiving good-quality papers, since many authors are sceptical in sending their papers to a journal, which has yet to see the light of the day. Collecting a sufficient number of good-quality papers was itself a daunting task. After a preliminary review of nearly forty papers received, the selected papers were subjected to a blind review by referees. These were revised by the authors in the light of the referees' comments.

The papers included in the issue cover a wide range of subjects relevant to modern business. The contents of the papers are varied and diverse.

Customer relationship management is a fast emerging concept. Dr. Kasande Shailesh Prabhakar looks at business education as a service activity and analyses and evaluates the marketing strategies of selected business schools. He delineates the factors affecting the students' perception of relationship quality and its components and the target variable of student loyalty. It identifies the policy implications for B School management.

Dr. Pikay Richardson examines the phenomenon and the causes of increasing workforce diversity in communities and companies. He suggests measures for managing the cultural diversity for a firm's success in a competitive, global environment.

A lot has already been written on employees' job satisfaction and its determinants. Through a survey of university teachers, Prof. RD Sharma and Ms. Jeevan Jyoti seek to ascertain whether job satisfaction influences life satisfaction or it is the other way round. They make interesting findings on a topic of common interest.

Dr. R.C. Dangwal and Mr. Kashmir Singh examine the existing financial reporting practices of banking companies to ascertain the extent to which such companies report the relevant information to their stake-holders. The authors find that, by and large, banking companies disclose only that information which was statutorily required, and nothing beyond. They note that better disclosure practices will not only benefit the companies but will also help the investors and other stake-holders in making sound decisions.

In their paper on noise pollution, Dr. Narendra Singh and Prof. S.C. Davar examine whether the 'peace city' image of the holy town of Kurukshetra has undergone a change and identify the main sources of noise pollution. The study would be of help to the city administration in designing appropriate strategies to handle the menace with a view to developing the historic city into a world-class tourist destination.

In a survey-based study, Prof. D.P.S. Verma and Dr. Soma Sen Gupta examine the relationship between brand image and buyers' perception of product quality. The study suggests that the influence of brand image is the most important cue insofar as the buyers' perception of the product quality is concerned. A number of implications for marketing firms have been identified.

Dr. K. Kajendra's paper evaluates the customer-oriented marketing practices adopted by large-scale manufacturing and service-sector companies in Sri Lanka. He examines the relationship between customer-orientation and organisational performance. The author also identifies the

determinat factors of customer-orientation which ultimately influence an organisation's business performance.

The paper by Dr. Hawa Singh analyses the various aspects of training and development practices in multinational companies in India and makes a cross-industry comparison of such practices. The author notes that multinational companies have shown over-all effectiveness in adopting sound training and development practices.

The paper by Dr. Savita Hanspal analyses some of the recent developments in India's print and other media, and highlights the role of the media-planner in improving the advertising reach and effectiveness. She has meticulously compiled the facts gathered from authentic sources. The author suggests a combination of media vehicles to effectively reach the target audience.

The subject of consumerism and consumer protection has received increasing attention from scholars, legal luminaries, and consumer activists, especially in the US and the UK. Deepa Sharma's comprehensive bibliography on the subject includes not only authoritative books, selected Ph.D. theses, and research articles published in reputed journals in India and abroad, but also the major pieces of current legislation in India, the UK, and the US.

Then, there are two short notes, each pertaining to a notable happening in the world of management, one about the Nobel Prize in Economic Sciences (2005) awarded for application of Game theory, and the other a tribute to Peter Drucker, world-renowned management theorist, who died in November, 2005. I am thankful to the authors for their valuable contribution.

Several senior academicians helped us by assessing the articles and making critical comments for their improvement. These included: Prof. Alok Saklani (New Delhi), Prof. Balram Dogra (Jalandhar), Dr. B.K. Punia (Hisar), Prof. Daleep Singh (Rohtak), Prof. J.S. Panwar (Vallabh Vidya Nagar, Gujarat), Prof. K.M. Pandey (Varanasi), Dr. Pikay Richardson (Manchestor, UK), Prof. R.K. Mittal (Kurukshetra), Prof. R.S. Dwivedi (Kurukshetra), and Prof. Yogendra Verma (Shimla)

I express my gratitude to all of them.

Mr. Shobhit Kumar, Chairman, and Kunwar Shekhar Vijendra, Vice-Chairman, of the NICE Educational Society, have been the guiding spirit behind this project. They have taken keen interest in this academic endeavour. I express my profound gratitude to them.

NICE Management College
Meerut

D.P.S. VERMA
Editor

CUSTOMER RELATIONSHIP MANAGEMENT IN BUSINESS SCHOOLS

Kasande Shailesh Prabhakar*

This study looks at business education as a service activity and examines the marketing strategies of selected business schools (B Schools). It seeks to probe into the varied aspects of relationship between a B School and its students. It also examines the expectations of students as primary customers of a B School. The study delineates the factors that affect the students' perception of relationship quality and its components, and the target variable of student loyalty. An understanding of these constructs and their interrelationship has policy implications for B School promoters and managers. The study attempts to enlarge the knowledge-base and academic understanding by making addition to the existing literature on CRM and educational service. The study is significant in that it takes a 360-degree view of the student and the B School relationship and measures the perception of various internal and external stake-holders of B School, including students, alumni, teachers, and owners.

PROLOGUE

THE galloping forces of privatisation and globalisation, coupled with the convergence of information and communication technologies, have largely influenced not only business organisations, but also 'not-for-profit' organisations. The fields of higher and technical education and, in particular, management education have also been transformed by these forces. In the American context, Ruch (2001) has beautifully demonstrated how 'for-profit' universities have married the traditional model of education with modern principles of operations management, cost accounting, financial management and marketing.

In the present scenario, the thin line separating privatisation and commercialisation of education is gradually getting blurred. Students and teachers sharing the pleasure of learning for the sake of knowledge is fast becoming an anachronism. The Supreme Court of India acknowledged the forces that have brought privatisation of education on the agenda and underlined the inevitability of privatisation. The verdict categorically asserts the idea of an academic degree as a 'private good', benefiting the recipient, as against a 'public good' meant for the society (Kadam and Godha, 2003). Students are looking for 'value for money' from educational institutions. It has long been argued

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that the marketing concept is relevant not only to profit-oriented firms but also to 'not-for-profit' organisations (Kotler, 1972).

The central idea of marketing is the congruence between customer needs and wants and the institution's offer. This is required in order to achieve the dual goals of 'customer satisfaction' and fulfilling the 'institution's objectives'. Thus, the 'marketing concept' is in line with the goals and objectives of education in its true spirit. In the context of educational institutes, Kotler and Fox (1985) define marketing as being "…designed to bring about voluntarily exchanges of values with target markets to achieve institutional objectives". Some academicians have emphatically argued for radical restructuring of institutions and have stressed the need to realise that education is a business and the students are its customers (Tsichritzis, 1999). 'Business Schools' (hereinafter referred to as `B Schools`) need to pay increasing attention to the understanding and implementation of market-oriented principles and practices. Nevertheless, this aspect seems to have received scant attention from management theorists as well as practitioners.

The Setting of the Study

The city of Pune (India) has long been considered as the 'Oxford of the East.' It is home to a number of nationally and internationally renowned educational and research institutes. It also houses a number of B Schools, which represent a mix of top-of-the line B Schools and the not-so-good ones. Many fear that some of these B Schools are even dubious in nature. There has been a surfeit of new B Schools. While, many B Schools are facing inadequate admissions others have witnessed a bee line for enrolments. There is a visible loss of credibility of the existing system of imparting education in some of these B Schools.

Moreover, B Schools are facing stiff competition from the institutions providing alternative education. Distance education, on-line delivery and e-learning, and other modes of imparting of education are knocking down the time and place constraints. Prospective learners can now easily shop for educational programmes and compare curricula, faculty, services, flexibility, scheduling, price, personalization, responsiveness, and more. With increasing proliferation of B Schools, they have to vie with each other and fight for students' admission, and placements. There has been an enormous increase in their advertising and promotion expenses. The entire education system of the country is being influenced by global developments.

The present study seeks to probe into the varied aspects of the relationship between a B School and its students. It also examines the expectations of students as primary customers of a B School. Since the real world of B Schools has many complexities, the study is confined to only those aspects which could be freely and openly discussed by the respondents.

REVIEW OF LITERATURE

Marketing is a multi-faceted discipline. It blends a number of issues, has several distinct frameworks, and consists of diverse research dimensions.

The traditional marketing-mix approach was a stimulus-response model of exchange. In response to the criticism and the inadequacies of the clinical marketing-mix approach, which had become the mainstay of marketing over the past few decades, contemporary marketing has truly shifted its focus from hard selling to communicating and problem-solving. This is in stark contrast to earlier dominant usage of offensive lingo, used in the traditional marketing approach, such as marketing warfare, competitive environment, frontal attack, flanking strategy, and channel conflict. Though the terms 'Relationship Marketing' and 'Customer Relationship Management' have independent meaning, they are used synonymously in the literature (Parvatiyar and Sheth, 2001). Relationship Marketing (RM) is now being looked at as a paradigm shift in marketing. RM

is said to represent 'enlightened self-interest' and to enhance the image of marketing in society (Sheth and Parvatiyar, 1995). The traditional 'warfare' approach emphasised overcoming the customer resistance in a hostile, competitive environment. However, Relationship Marketing stresses nurturing relationships, development of supportive market networks, and cooperative ventures. McKenna (1991) argues that CRM emphasises sincere customer involvement instead of customer manipulation, a dialogue in place of a monologue.

CRM is extolled as the most important concept of modern marketing (Kotler and Armstrong, 2005). RM came to the forefront of marketing, with Leonard Berry using the term in the services context, in 1983. Berry defined RM as attracting, maintaining and—in multi-service organisations–enhancing customer relationships. Berry's approach laid emphasis on the significance of developing a core service, customising the relationship, augmenting the core service, customer loyalty, and internal marketing in practicing relationship marketing. In another context, Jackson (1985) first used the term 'Relationship Marketing' in her project on industrial marketing, to set it apart from transaction marketing. More recently, Parvatiyar and Sheth (2000) described RM as "the ongoing process of engaging in cooperative and collaborative activities and programmes with immediate and end-user customers to create or enhance mutual economic value at reduced cost." These definitions amply highlight the process aspect of RM. The process approach towards RM is a key feature, since it is widely believed that delivering the right customer experiences is the next competitive battleground and processes form the essential competence to attain the same.

Most of the authors take a very broad view of the term 'customer'. Peppers and Roggers (1993) opine that the term 'customer' refers to the constituents of an organisation, whether it is a business-to-business (B2B) customer or an end-user consumer or, for that matter, a hotel patron, a hospital patient, a charitable contributor, a voter, a university student or alumni, a blood donor, a theme park guest, and so on. RM is founded on the one-to-one relationships; it is interactive in nature and involves co-production and co-consumption. According to Parvatiyar and Sheth (2000), this is very obvious in services industries where the user must cooperate and collaborate with the service-provider whether he is a doctor, an accountant, a lawyer, or a teacher. The same can be said to be true of the relationship between a B School and its students. There is a gradual shift from being firm-centric to being customer-centric (Kandampully and Duddy, 1999). This is certainly more in tune with the ostensibly-stated language of B Schools referring their students as 'partners' and 'co-creators of value'. Prahalad and Ramaswamy (2004) studied the concept of co-creation and its related aspects of interaction and personalisation process in the context of what they refer to as an 'information-intensive industry: university education' citing the example of Massachusetts Institute of Technology (MIT).

The relationship between a B School and its students is becoming increasingly important during periods of intense competition. Globalisation and the Internet mean that competition can now come as easily from around the world as from around the corner. In today's scenario, most of the institutions compete with other institutions. They are seeking autonomous status, some others are pursuing ISO certification, and a few others are looking forward to accreditation status, deemed university status, partnering with multi-national corporations and so on. Power and choice are moving to the student as never before. Successfully establishing long-term relationships with students should initially lead to lower dropout/transfer rates and, eventually, to personal referrals and alumni participation—financial and otherwise. By adopting the customer relationship management philosophy, B schools can better understand the needs and expectations of the students and try to fulfill these needs and maintain a relationship

with them, and thereby serve their customers better (Venkata Ramana, et al., 2003). B Schools too will benefit greatly by advancing an understanding of CRM principles among key decision-makers. Thus, CRM represents a possible marketing strategy for B Schools to embrace.

Thus, relationship marketing is the on-going process of identifying and creating new value with individual customers and then sharing the benefits over a lifetime of association (*crmguru.com*, 2002). The customer life cycle has four phases: attracting, transacting, servicing and supporting, and enhancing.

SIGNIFICANCE OF THE STUDY

The study assumes significance in the scenario of increasing competition among B Schools and potential entrants, imminent influx of foreign universities, and rapid emergence of alternative educational service providers and unconventional modes of learning.

In this study, we look at business education as a service activity and dwell on the marketing strategies of B Schools. There is a dearth of studies of this nature. The concept of CRM is in its infancy and is yet to crystallise. The present study contributes by way of delineating the factors that affect students' perception of relationship quality and its components and the target variable of student loyalty. The researcher has integrated the multiple constructs of CRM, viz., customer satisfaction, service quality, trust, commitment, loyalty, customer value, internal marketing and employee satisfaction, in the context of the subject matter of the study. An understanding of these constructs and their interrelationships has practical implications for B School managers. The study seeks to methodologically enlarge the knowledge base and academic understanding by advancing the existing body of CRM literature in marketing and educational services.

The study also aims at making a comparison of the attitudes and perception of various key stake-holders—directors, faculty members, and students using separate samples. The research will help B Schools to find ways to bridge the perceptual gap between these key stake-holders about their evaluation of the various aspects of the educational experience provided by these schools. The schools may use the results of this study while expanding, reducing, fine-tuning, and positioning the educational services offered by them.

OBJECTIVES

The study had four objectives:

1. To measure the perception of stakeholders of B Schools towards the notion of 'student as a customer' of business education;

2. To identify the major determinants of student loyalty in B Schools;

3. To identify the perceptual gaps, if any, between the Director, faculty members, and students of B Schools, about various aspects of student satisfaction; and

4. To identify the factors behind these perceptual gaps.

HYPOTHESES

In view of the objectives set for the study, the following two inter-linked hypotheses were formulated:

$H_o =$ B Schools do not perceive their students as customers, which results in inadequate attention paid to the latter's needs.

$H_o =$ Customer relationship management in B Schools is not satisfactory.

SCOPE OF THE STUDY

The B Schools located in Pune city and its suburbs formed the population of interest. Only those B Schools which offered a two-year full-time MBA programme were considered for the study. Specialised MBA programmes in any specific discipline, such as retail management and telecom management, were not considered. Part-

time programmes in management, offered by various B Schools, also did not form part of the study. All types of B Schools, viz. autonomous B Schools, affiliated B Schools, AICTE-recognised as well as un-recognised B Schools, were included in the sample. The study is not reflective of any specific B School.

The collected data was analysed only on an aggregate basis. The findings of the research should be comprehended with caution, as these are confined to the geographical area outlined in the scope. Further research is needed to validate and generalise these results to broader settings.

Topical Scope: There is little unanimity on the definition of relationship marketing and customer relationship management. Based on an extensive review of literature on the subject, consisting of scholarly journals, text books, reference books, and magazines, pertaining to the period from 1938 to 2005, and relevant websites, the researcher identified the following key constructs of customer relationship management: commitment, communication, internal marketing, involvement, loyalty, relationship intention, relationship quality, satisfaction, service quality, trust, value and word-of-mouth communication. These constructs were used in definitions of relationship marketing/customer relationship management and, above all, constitutes the theme of relationship marketing. They also represent important relationship marketing goals. Hence, they will help in integrating the relationship marketing successfully in an organisation. Therefore, these constructs are indispensable features which ought to be considered as the core of relationship marketing. These key constructs provided the foundation for the study.

The study of the information-technology aspects of customer-relationship management was beyond the scope of the study.

METHODOLOGY

(a) Research Design

The research design was non-experimental in nature. A cross-sectional research, consisting of a sample of the population of interest, was undertaken. The survey was carried out under natural (unmanipulated) field conditions. The data collected basically pertained to perception, attitudes and behavioural intentions of the respondents.

We used multi-item measures for almost all the constructs in the present study. This helped in minimising the measurement error and in increasing the reliability scores (Mandy van der Velde, et al., 2004). Moreover, in order to assess various dimensions separately for the complex customer relationship management constructs, multiple items were necessary to scan each dimension. Most survey items were statements on which the respondents were asked to indicate the extent of their agreement or disagreement, using seven point, anchored, Likert-type response-scale items. The survey also included a few dichotomous questions and several multiple-choice questions that captured additional information about the related aspects and broke the monotony of the Likert-type rating items. A participant pre-testing method was used to pre-test the questionnaire. The questionnaires were pre-coded for computerised data analysis.

(b) Data Sources

Very little secondary data relevant to the study was available in the public domain. Therefore, we had to rely mostly on the primary data.

(c) Development of the Data Collection Instrument

Four structured undisguised, questionnaires, one for each category of respondents, viz., Directors, students, full-time faculty, and alumni, were developed for the study. Students formed the most important segment of respondents. The Directors and full-time faculty members were the secondary segment of respondents, whereas the alumni of B Schools formed the tertiary segment.

(d) Sampling

For data collection, while a census survey was conducted for the Directors, stratified, convenience sampling method was adopted for students and full-time faculty. Snowballing technique was adopted to collect information from the alumni.

(e) Sample Size

The most important part of the study was the survey for the present students. Although there were other complexities involved in the sample size decision, viz., the number of questions, extent of cross-tabulations, estimation parameters (other than the percentage estimates), sampling methodology, etc., a sample size of 664 was targeted for a 99 per cent level of confidence, and ± 5 per cent margin of error. The final sample size achieved was 679 students, marginally exceeding the target. For other categories the samples surveyed were – Directors (28), full-time faculty (94), and alumni (27).

(f) Data Collection

The questionnaires were either self-administered by the respondents or were personally administered by the researcher (in the case of the directors and a few faculty members). To elicit genuine information, the respondents were assured of complete anonymity and confidentiality of responses. Respondents were also told that their participation was purely voluntary.

(g) Validation of Scales: Testing the Reliability and Validity

The scale-validation involved two steps: First, Standardised Cronbach Alpha Coefficient was deployed as a measure to ascertain the internal consistency of the individual item scores for the scales or subscales used. The Standardised Cronbach Alpha Statistic indicates the internal reliability of the measure. George and Mallery provide the following rules of thumb for judging the acceptability of the internal consistency, as defined by Standardised Cronbach Alpha value:

0.9 – Excellent, > 0.8 – Good, > 0.7 – Acceptable, > 0.6 – Questionable, > 0.5 – Poor, and < 0.5 – Unacceptable.

It was found that all values exceeded the threshold value of 0.7.

Second, the dimensional qualities of each scale were assessed through the application of Factor analysis by the Principal Component Analysis method (PCA), with Varimax rotation and following the criteria of Eigen values more than 1, a permissible maximum cross loading of 0.4 and minimum communalities of 0.5 (Hair, et al., 2003). The values of Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity (BTS) were calculated to verify the adequacy of data for factor analysis. Items, which weakened the internal consistency or had significant cross-loadings, were eliminated. The remaining items were then used as measures of the latent constructs. The measurement model demonstrated the evidence for unidimensionality, content validity, convergent validity, discriminant validity and reliability.

(h) Data Analysis

The data analysis involved editing and coding of the data prior to using SPSS 13.0 for Windows.

- *Univariate descriptive statistics* were calculated and bivariate analysis by means of cross-tabulations was performed. Reliability Analysis and Factor Analysis were independently carried out for all the constructs in each questionnaire.

- In order to understand the *inter-relationship* between the classification variables and the key CRM constructs, contingency tabulations were developed for each of these. The Pearson Chi-Square statistic, df, and significance value were considered together to ascertain the presence or otherwise of a relationship between the dependent and the independent variable. However, the chi-square measures did not indicate the strength or direction of

the relationship. In order to understand the strength of the relationships, the nominal symmetric measures Phi and Cramer's V were calculated. The ANOVA method was used to compare the means for the different groups. In addition to the above, the measures of association in the form of Eta and Eta-squared, R and R-squared were also calculated.

- The hypothesised relationships among the customer relationship management constructs were tested by using *Multiple Regression Analysis.* R, R-squared, the F-statistic, and the t-statistic were used to estimate the strength of relationships. Multi-collinearity was checked by means of Tolerance Value, Variance Inflation Factor (VIF), Eigen Value and Condition Index to substantiate the absence of any inter correlations amongst the predictor variables.

- *A gap analysis* was also carried out on the 'stated importance' and 'perceived performance' scores for the three questionnaires (for students, Directors, and full-time faculty). The importance-performance-means data was subjected to Levene's Test for Equality of Variances and Independent-Samples t-Test procedure for equality of means.

RESULTS OF THE STUDY

This section presents the results of the study in the light of the objectives.

Student as Customer of B School

A majority of students (about 66 per cent), Directors (68 per cent), and full-time faculty (53 per cent) expressed their agreement with the concept of treating the student as a customer of the B School. An overwhelming majority (91.46 per cent) of the students indicated that they agreed with the statement to varying extent.

Contrasting these figures with the relevant figures for those who expressed some kind of disagreement, (sum of 'definitely disagree', 'generally disagree', and 'slightly disagree') revealed that the faculty members were divided on this issue, with 37.23 per cent expressing their disagreement. Only 21.43 per cent of the Directors and 5.15 per cent of the students expressed some sort of disagreement.

Table 1 highlights the significant differences between the opinions of the students and the full-time faculty members. The higher value for standard deviation in the case of full-time faculty members (2.05) confirms the lower level of agreement (wider divergence of opinion) amongst this category of respondents.

Table 1
Agreement with the Notion of Student as Customer

Respondent	Mean	Std. Deviation
Students	5.60	1.14
Directors	5.50	1.69
Full-time faculty	4.93	2.05

Levene's test for equality of variances and independent-samples t-test indicated significant differences between the students and the faculty members on the key issue of the notion of 'student as a customer' of B School. (F = 154.592, p = 0.000, t = 3.116, df = 101.041, Sig. (2-tailed) = 0.002). On the contrary, the directors seemed to concur with the students on this issue (F = 14.525, p = 0.000, t = 0.304, df = 28.015, Sig. (2-tailed) = 0.763).

Thus, although the Directors considered the students to be the customers of B Schools, the faculty members did have their reservations on this issue. Furthermore, the students' perceptions of themselves as customers of B Schools and their overall satisfaction level exhibited a weak non-linear association. (χ^2 = 31.867, df = 6, p = 0.000, Spearman's rho = 0.048, p = 0.207).

Perceptual Gaps

Significant gaps were noticed among the importance-performance ratings (Table 2). Out of

the 16 attributes studied, the directors had positive mean gaps for 11 attributes; faculty members had positive mean gaps for 10 attributes, and the students had positive mean gaps for only 4 attributes, clearly suggesting a divergence of perception.

Table 2
Attribute Gap Analysis: Divergence of Perceptions

Sr. No.	Parameter	Students	Directors	Full-time Faculty
1	Positive Gaps (P-I)	04	11	10
2	Negative Gaps (P-I)	12	05	06

For the student-respondents, the gap analysis revealed that the maximum number of items fell in Quadrant A: 'Concentrate here', implying that, for these parameters, performance was falling short of importance (Table 3).

When these results are compared with the mean global satisfaction score of 4.94 (Table 4) and the high scores of top box of 14.43 per cent and top 2 box of 48.31 per cent, it appears that students might have a zone of tolerance.

Table 3
Attribute Classification (Quadrant Analysis)

QUADRANT	Number of items classified		
	Students	Directors	Faculty
A 'Concentrate here'	8	2	4
B 'Keep up with the good work'	1	4	2
C 'Low-priority'	7	9	9
D 'Possible overkill'	0	1	1

Table 4
Global Satisfaction Scores

Global Satisfaction Scores	Students	Directors	Faculty
Mean	4.94	4.71	4.54
Standard Deviation	1.63	1.27	1.44
Top Box Scores (%)	14.43	0.00	4.26
Top 2 Box Scores (%)	48.30	32.14	28.73
Bottom Box Scores (%)	3.24	0.00	2.13
Bottom 2 Box Scores (%)	8.98	10.71	11.70

Table 5
Importance - Performance Perceptions – A Summary

	object	Mean	S.D.	Minimum	Maximum
Students	Performance	3.96	0.73	2.57	5.31
	Importance	4.73	1.33	2.20	6.39
Directors	Performance	4.56	0.86	2.93	5.89
	Importance	4.29	1.17	2.46	6.32
Faculty	Performance	4.54	0.65	3.20	5.51
	Importance	4.40	1.16	2.21	5.95

On an aggregate level, the students had a better perception of the importance of various parameters than that of the directors and the faculty members together. However, they had a lower perception of the performance of the various parameters than that of the directors and the faculty members. (Table 5) The faculty members had a higher perception of the importance of the various parameters than the directors. However, there was only a marginal difference between the perception of the performance of the directors and that of the faculty members.

Factors Causing Perceptual Gaps

The top five and lowest five performance scores and the importance scores are summarised in Table 6 to 9.

The p values (Table 10) indicate that the performance ratings of the students differ significantly from those of the directors on 11 parameters, except administrative processes, career counseling activities, interaction with faculty members, quality of classmates, and quality of networking with alumni of the school.

The results of the t-test, presented in Table 10, also indicate that the performance ratings of the students differ significantly from those of the faculty on 14 parameters, i.e., all except the admission system and interaction with faculty members.

Furthermore, the t-test values (Table 10) suggest that the performance ratings of the directors and those of the faculty members do not differ significantly on all except 4 parameters, viz., the administrative processes, admission

Table 6
Performance Parameters (Top Five)

Rank	Students	Directors	Full-time Faculty
1	Instructional Effectiveness	Evaluation/Examination System	Computing Resources
2	Admission System	Admission System	Evaluation/Examination System
3	Recreational & Fitness Facilities on the Campus	Computing Resources	Library Resources
4	Relevance of the Syllabus	Industry Interface	Industry Interface
5	Interaction with Faculty Members	Relevance Of The Syllabus	Relevance of The Syllabus

Table 7
Performance Parameters (Lowest Five)

Rank	Students	Directors	Full-time Faculty
1	Career counseling activities	Administrative processes	Career Counseling Activities
2	Administrative processes	Career counseling activities	Administrative Processes
3	Social Life at Campus	Recreational & Fitness Facilities on the Campus	Recreational & Fitness Facilities On The Campus
4	Quality of networking with alumni of the school	Quality of networking with alumni of the school	Cancellation / Transfer System
5	Cancellation/Transfer system	Quality of students	Quality Of Networking With Alumni of The School

Table 8
Importance Parameters (Top Five)

Rank	Students	Directors	Full-time Faculty
1	Placements - Final	Placements – Final	Placements - Final
2	Instructional Effectiveness	Quality of networking with alumni of the school	Industry Interface
3	Relevance of the Syllabus	Relevance of the Syllabus	Quality Of Networking With Alumni Of The School
4	Industry Interface	Computing Resources	Relevance Of The Syllabus
5	Computing Resources	Industry Interface	Computing Resources

Table 9
Importance Parameters (Lowest Five)

	Rank	Students	Directors Full-time Faculty
1	Cancellation / Transfer system	Recreational & Fitness Facilities on the Campus	Cancellation / Transfer System
2	Recreational & Fitness Facilities on the Campus	Cancellation / Transfer system	Recreational & Fitness Facilities On The Campus
3	Social Life at Campus	Administrative processes	Administrative Processes
4	Quality of networking with alumni of the school	Career counseling activities	Social Life At Campus
5	Evaluation / Examination system	Instructional Effectiveness	Quality of Classmates

system, cancellation/transfer system, and the evaluation/examination system.

Instructional effectiveness and recreational and fitness facilities on the campus were the only two parameters on which the performance mean of directors was less than that of the students; otherwise the mean performance ratings of the directors were consistently higher than those of the students on the other 14 parameters (Table 11).

Admission system, instructional effectiveness and recreational & fitness facilities on the campus were the only three parameters on which the performance mean of the full-time faculty was

Table 10

t-Tests – p-Values

Sr. No.	Parameter	Students Vs. Directors	Students Vs. Full Time Faculty	Directors Vs. Full Time Faculty	Students Vs. Directors	Students Vs. Full Time Faculty	Directors Vs. Full Time Faculty
		PERFORMANCE			IMPORTANCE		
1.	Administrative processes	0.134	0.000 *	0.053 *	0.000 *	0.000 *	0.647
2.	Admission system	0.000 *	0.815	0.000 *	0.057	0.046 *	0.364
3.	Cancellation / Transfer- system	0.000 *	0.037 *	0.024 *	0.055	0.941	0.081
4.	Career counseling activities	0.146	0.000 *	0.528	0.000 *	0.009 *	0.000 *
5.	Computing Resources	0.000 *	0.000 *	0.591	0.101	0.001 *	0.595
6.	Evaluation / Examination system	0.000 *	0.000 *	0.000 *	0.000 *	0.001 *	0.050 *
7	Industry Interface	0.001 *	0.000 *	0.296	0.008 *	0.109	0.087
8.	Instructional Effectiveness	0.003 *	0.000 *	0.108	0.000 *	0.000 *	0.043 *
9.	Interaction with faculty members	0.597	0.333	0.990	0.000 *	0.000 *	0.030 *
10.	Library Resources	0.000 *	0.000 *	0.392	0.000 *	0.000 *	0.000 *
11.	Placements-Final	0.000 *	0.001 *	0.164	0.672	0.000 *	0.043 *
12.	Quality of classmates	0.466	0.001 *	0.264	0.005 *	0.000 *	0.576
13.	Quality of networking with alumni of the school	0.683	0.000 *	0.188	0.000 *	0.000 *	0.715
14.	Recreational & Fitness Facilities on the Campus	0.001 *	0.000 *	0.405	0.590	0.075	0.802
15.	Relevance of the Syllabus	0.000 *	0.000 *	0.326	0.093	0.000 *	0.493
16.	Social Life at Campus	0.000 *	0.000 *	0.620	0.000 *	0.210	0.000 *

For 95% Confidence Interval for the Difference in Means.

less than that of the students; otherwise, the mean performance ratings of the full-time faculty were consistently higher than those of the students on the other 13 parameters (Table 11).

The directors rate the performance on the other three parameters, viz., admission system, cancellation/transfer system and evaluation/ examination system, higher than that rated by the faculty members (Table 11).

Significant difference in means was observed amongst all the three respondent categories, viz., The directors, full-time faculty and the students for the performance ratings for two parameters, cancellation/transfer system and evaluation/ examination system. (Table 10) On both these parameters, the mean performance rating accorded by the directors was the highest, followed by that assigned by the faculty. Students rated the performance on both these parameters lower than the directors as well as the faculty. Interaction with faculty members was the only parameter where no significant difference was observed, with the performance ratings being near 4.5, for all the three categories (Table 11).

Determinents of Student Loyalty

The results of the regression modeling procedure (Figure 1) demonstrate that there is a close relationship between the quality of education (as perceived by students) and the students' loyalty to their educational institution. Perceived value had a greater influence on loyalty than the service quality and satisfaction. However, the regression analysis results showed that the value was having severe problems of multicollinearity with loyalty. The regression analysis also suggested that quality has a greater influence on loyalty intentions as compared to student satisfaction. This implies that B School managers need to focus more on delivering quality services to students. It is clear that the role of quality is complex. Not only does quality affect the perception of value and satisfaction, it also influences behavioural intentions directly.

Table 11

Mean Difference between the Importance–Performance Ratings (for Students, Directors and Faculty)*

Sr. No.	Parameters	Students				Directors				Faculty			
		Perfor-mance	Impor-tance	t-values	Sig.	Perfor-mance	Import-ance	t-values	Sig.	Perfor-mance	Import-ance	t-values	Sig.
1.	Administrative process	2.60	4.60	-50.502	0.000*	2.93	2.75	0.578	0.568	3.43	2.85	3.789	0.000*
2.	Admission system	4.75	4.59	3.471	0.001*	5.43	4.00	4.877	0.000*	4.71	4.29	2.349	0.021
3.	Cancellation / transfer system	3.84	2.20	20.314	0.000*	4.82	2.64	6.958	0.000*	4.17	2.21	10.677	0.000*
4.	Career- counseling activities	2.57	5.25	-46.438	0.000*	3.00	3.11	-0.441	0.663	3.20	4.87	-9.190	0.000*
5.	Computing resources	3.96	5.76	-38.156	0.000*	5.32	5.46	-0.537	0.595	5.51	5.34	1.016	0.312
6.	Evaluation /examination system	4.11	4.21	-3.006	0.003*	5.89	5.11	4.533	0.000*	5.30	4.62	4.089	0.000*
7.	Industry interface	4.18	5.83	-37.705	0.000*	5.29	5.25	0.146	0.885	4.98	5.65	-3.700	0.000*
8.	Instructional effectiveness	5.31	5.89	-11.919	0.000*	4.39	3.79	2.109	0.044	4.89	4.27	5.148	0.000*
9.	Interaction with faculty members	4.39	5.51	-23.741	0.000*	4.54	4.29	1.192	0.244	4.53	4.80	-1.715	0.090
10.	Library resources	4.13	5.61	-33.575	0.000*	4.96	4.00	6.854	0.000*	5.16	5.04	0.695	0.489
11.	Placements-final	3.93	6.39	-48.732	0.000*	4.89	6.32	-5.865	0.000*	4.47	5.95	-9.010	0.000*
12.	Quality of class-mates	3.93	5.13	-21.971	0.000*	4.07	4.00	0.258	0.798	4.37	4.21	1.116	0.267
13.	Quality of net working with alu-mni of the school	3.66	3.69	-0.803	0.422	3.79	5.54	-6.148	0.000*	4.18	5.43	-6.682	0.000*
14.	Recreational and fitness facilities on the campus	4.57	2.31	41.417	0.000*	3.64	2.46	2.841	0.008	3.87	2.54	7.342	0.000*
15.	Relevance of the syllabus	4.41	5.84	-25.953	0.000*	5.18	5.54	-1.627	0.115	4.96	5.41	-3.761	0.000*
16.	Social life at campus	3.09	2.89	4.007	0.000*	4.75	4.46	1.247	0.223	4.88	3.06	9.854	0.000*

*For 95% Confidence Interval for the Difference in Means.

Table 12

Determinants of Students' Loyalty

Dependent variable: Loyalty					
	R	R- squared	Standardised Coefficients Beta	t-value	Sig.
Predictors	0.869	0.756			
Overall Satisfaction			0.091	1.927	0.054
Reliability			-0.105	-1.658	0.098
Responsiveness			0.069	3.587	0.000*
Assurance Factor 1			0.641	10.097	0.000*
Assurance Factor 2			0.119	4.423	0.000*
Empathy Factor 1			0.279	10.01	0.000*
Empathy Factor 2			0.069	3.35	0.001*
Tangibility			-0.028	-1.121	0.263

Relationship Quality: The State of CRM in B Schools

The composite construct of relationship quality was found to have a mean value of 4.43 on the scale of 1-7, indicating that the state of CRM in the selected B Schools is average (higher than the mid-point of 3.5 on the 7-point scale). A closer look at the mean values of the components, in Table 13, reveals that the relationship is
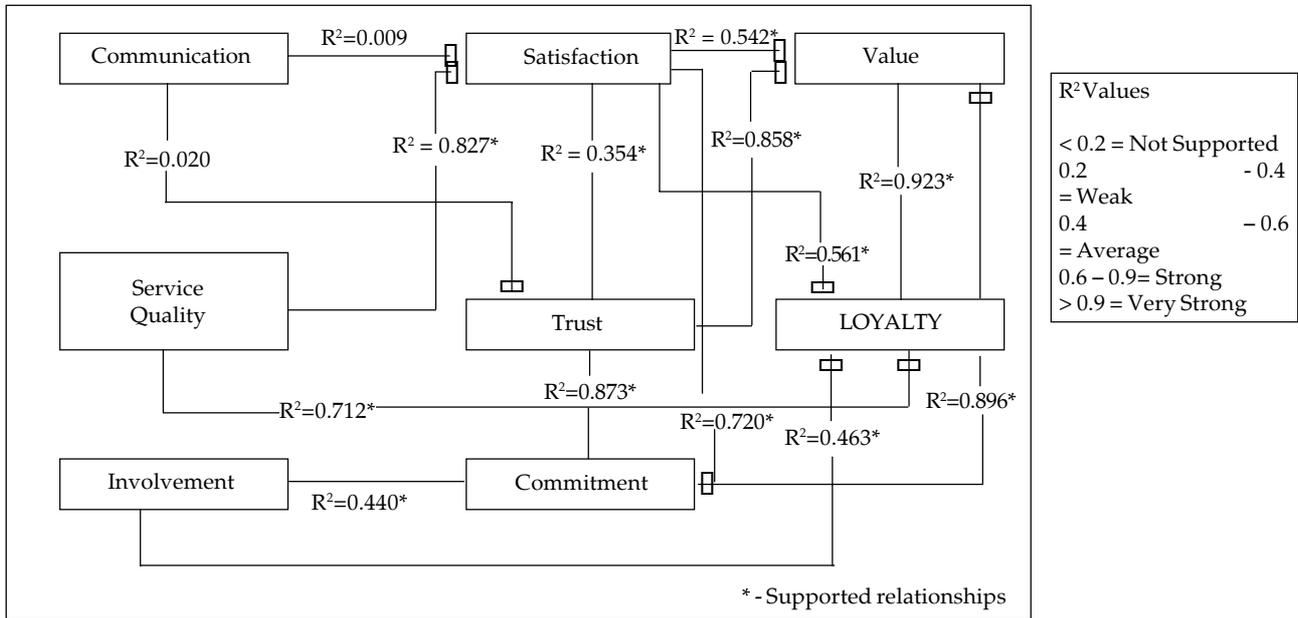
Figure 1

Regression for CRM Constructs: Students
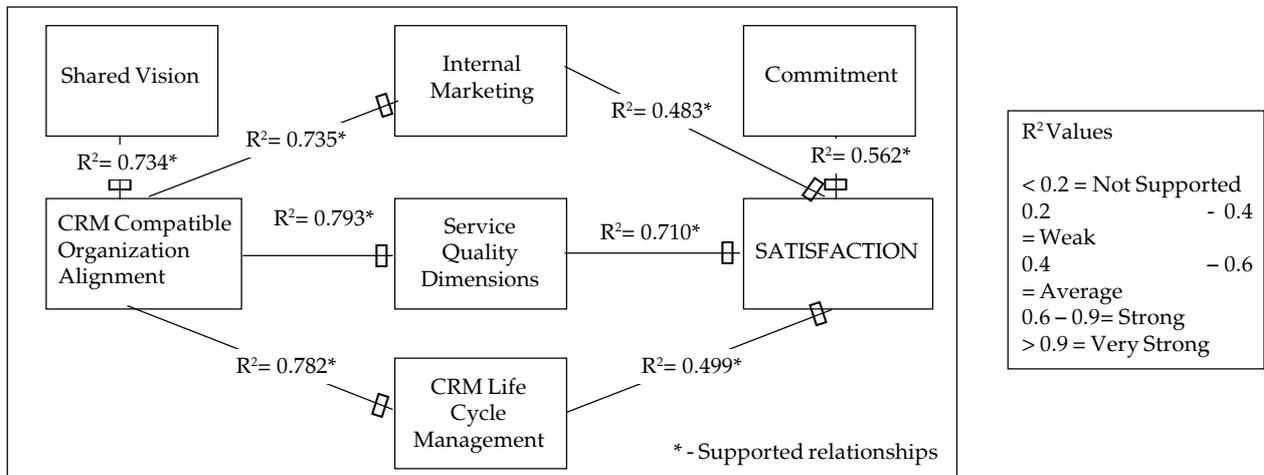

Figure 2

Regression for CRM Constructs: Directors

Table 13

Relationship Quality

Statistics	Mean of Commitment Items	Mean of Trust Items	Mean of Quality Items	Relationship Quality
Mean	3.661	4.934	4.683	4.426
Std. Error of Mean	0.029	0.054	0.035	0.034
Std. Deviation	0.744	1.399	0.900	0.876

adequately healthy in terms of trust and quality but lags in commitment of the students. Also, there is a large variance for trust and quality, as compared to commitment.

CRM Constructs and their Interrelationships in the B School Setting

The interrelationships between various CRM

Figure 3

Regression for CRM Constructs: Full-time Faculty
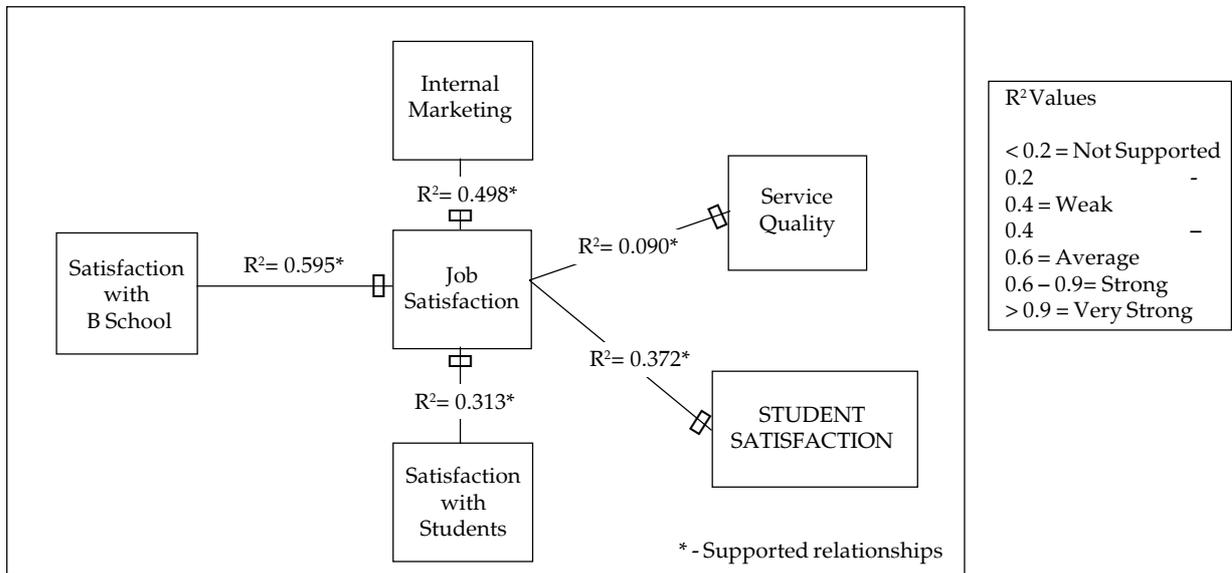
Figure 4

Regression for CRM Constructs: Alumni
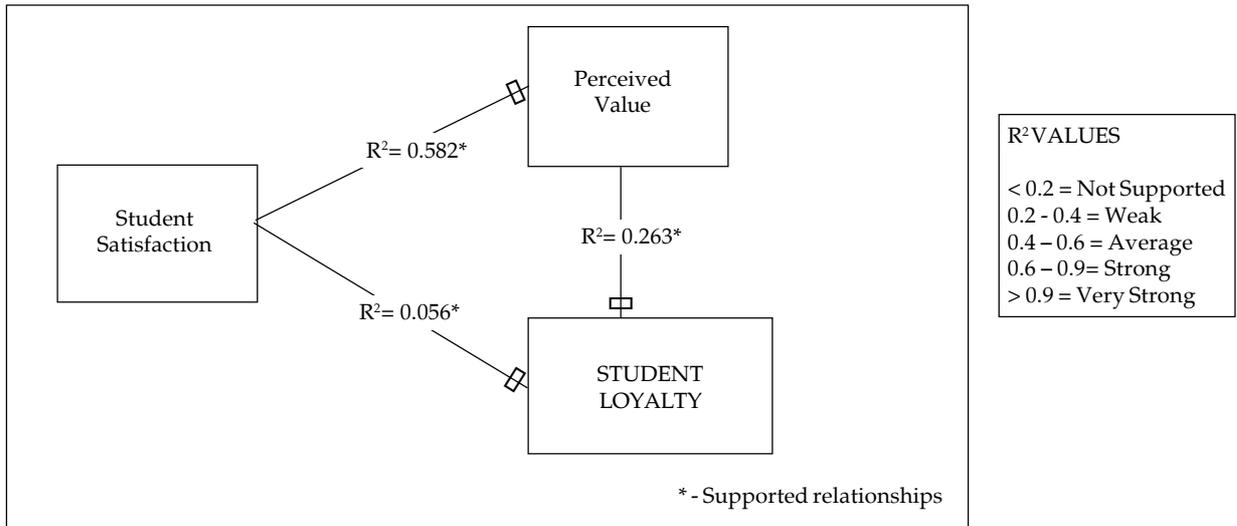
constructs are mapped in Figures 1 to 4, and the same are summarised in Table 14.

The results, presented in Table 14 confirm that the research model fits well. Collectively, the results both support and build on the existing literature on the subject. The overall predictive fit for the series of regression analysis, carried out to test the hypothesised relationships between the key CRM constructs, indicated support for the hypothesised relationships between most of the antecedent CRM variables. However, the regression analysis failed to support the two hypothesised relationships, namely:

1. High level of communication with the students will enhance their satisfaction with the B School.

Table 14
CRM Constructs and their Interrelationships

Sr. No.	Respondent	Number of CRM Constructs Analysed	Number of relationships supported (Based on R2 regression values)				
			Very strong	*Strong Support*	*Average Support*	*Weak Support*	*Not Supported*
			> 0.9	*Between 0.6 – 0.8*	*Between 0.4 to 0.6*	*Between 0.2 to 0.4*	*Less than 0.2*
1	Students	8	5	3	4	1	2
2	Directors	7	0	5	3	0	0
3	Full-time Faculty	5	0	1	1	2	1
4	Alumni	3	0	0	1	1	1

2. High level of communication with the students will generate their trust in the B School.

A practice which is often criticised is the use of only a single dimension to study the relationship marketing aspects. The researcher has specifically avoided this pitfall by studying the multiple CRM constructs and their interrelationships. Relationships are naturally complex. The results support this position and caution against recourse to overly-simplified uni-dimensional measures, tools and models. The results, thus, emphasise the importance of assuming a simultaneous, multivariate analytical approach in studying relationships from a multi-dimensional perspective. This not only underscores the significance of each construct, but also emphasises the need to adopt a more holistic view of the literature.

Hypothesis Testing

Looking at the results pertaining to the notion of 'student as customer of B School' and the existence of perceptual gaps, discussed above, it can be concluded that the first null hypothesis, i.e., 'B Schools do not perceive their students, as their customers and this results in inadequate attention paid to their needs, is accepted.

Relationship Quality, the Index of the State of CRM in B Schools, was found to be average (mean value of 4.43). Thus, the second hypothesis, i.e., 'Customer relationship management in B Schools is not satisfactory' is statistically rejected. Thus, we can conclude that thez B Schools have a satisfactory CRM.

OTHER FINDINGS

Association between Students Satisfaction and Classification Variables

Cross tabulations indicated *that there is no association* between the overall satisfaction level of the students and their age ($\chi^2 = 14.137$, df = 12, p = 0.292), between the students' overall satisfaction level and their gender ($\chi^2 = 3.401$, df = 6, p = 0.757), between their overall satisfaction level and their basic qualification prior to entering the B -School ($\chi^2 = 16.429$, df = 12, p = 0.172), and between their overall satisfaction level and the B School type ($\chi^2 = 36.122$, df = 12, p = 0.000).

Morever, the current employment status of the student demonstrated a *very weak relationship* with their satisfaction level ($\chi^2 = 41.108$, df = 18, p = 0.001, R Squared = 0.016). The discipline of the students at the graduation level demonstrated a *very weak relationship* with their satisfaction level ($\chi^2 = 43.873$, df = 30, p = 0.049, Eta Squared = 0.029). The work experience of the student before entering the B School demonstrated a *very weak relationship* with their satisfaction level ($\chi^2 = 40.539$, df = 18, p = 0.002, Spearman's rho = 0.054). The source of fees demonstrated a *very weak relationship* with their satisfaction level ($\chi^2 = 83.824$, df = 18, p = 0.000, R-Squared = 0.011 and Eta-Squared = 0.023).

Further more, the attendance level (χ^2 = 173.198, df = 18, p = 0.000, Spearman's rho = 0.373) of the students in the B School and their overall satisfaction level do have an *average level of association*. The students' attendance level can be considered as a proxy measure for length of the relationship.

Suitability of SERVQUAL to the B School Domain

The five dimensions of the SERVQUAL instrument may not be the appropriate dimensions for measuring the service quality in B Schools. It is clear that the original five factors were not consistently identified. This is not an amazing finding, yet it justifies the need for a useful model, using separate dimensions for service quality for different applications.

The direction of the relationship between the service quality and the consumer satisfaction is still inconclusive. The present study hints at the possibility that the service quality and the consumer satisfaction enjoy an interactive relationship.

IMPLICATIONS FOR B SCHOOL MANAGERS

These results offer valuable insights for the management of B Schools. Basically, one can consider three alternative strategic approaches to increasing the level of student loyalty: quality-based, commitment-based, and trust-based. This is specifically important in the case of affiliated B schools, which share the common parentage of the brand of the University MBA degree and there is essential product parity. Hence, it becomes all the more important that every B School identifies itself in the mind of the student.

SUGGESTIONS

Faculty need to be educated about the significance of adopting a marketing philosophy and any misconceptions about the aspects of marketing practices in this context must be addressed. This is central to adopting marketing practice and particularly relationship marketing practice. A major challenge may be in the form of B School culture and the absolute need to get faculty and other staff as well to embrace a more student centric approach.

There exists a 'zone of tolerance' about the B School performance, on the part of the students. This suggests that, while the students may not believe that their B School is performing as desired on all the significant parameters, this is acceptable as long as B School performance on certain parameters is being met. B Schools do not have the luxury of identifying all those elements that may affect student satisfaction and allocating resources to their improvement. Students assess the performance of a B School in relation to some sort of norms. One important norm is importance attached to various attributes. B Schools need to check whether the outcome falls within a "zone of indifference / dissatisfaction / delight."

CONCLUSION

The study has revealed that although the Directors of B School consider the students to be the customers of their schools, the teachers do have their reservations over this issue. The latter need to be educated about the necessity of adopting the modern marketing philosophy, where the customer is considered to be the king. They must embrace a student-centric approach.

While assurance, empathy and responsiveness were found to be the significant determinants of the students' loyalty, tangibility was absent as a key determinant of loyalty. This possibly suggests that the students either do not believe in the tangible cues they receive from the B Schools or do not value the tangible aspects of education. Not only does quality affect the perception of value and satisfaction, it influences behavioural intentions directly. A number of earlier studies have shown a 'moderate to strong' relationship between satisfaction, quality and consumer loyalty. In the context of B Schools, it can be concluded that the students' satisfaction may not always result in their loyalty, and quality has a

greater influence on loyalty intentions as compared to the student satisfaction. The B School managers must, therefore, focus more on delivering quality services to students.

Since there are significant gaps among the importance-performance ratings of the directors, faculty members, and the students, it can be concluded that these three key stakeholders have a divergence of perception on crucial parameters that influence the value delivered to the students. Moreover, this underlines the need for institutionalising, a continuous 360-degree feedback system in B Schools, and a well-thought-out plan to bridge these perceptual gaps. The study has highlighted several parameters that lead to such perceptual gaps among the major stakeholders of business education.

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NOTES

NOBEL PRIZE (2005) FOR GAME THEORY APPLICATIONS*

THE increasing importance of Operations Research can be judged by the fact that this year's (2005) Nobel Prize in Economic Sciences has been awarded for research work in Game Theory, which is a technique of Operations Research that seeks to study competitive behaviour of individuals, firms, and countries.

The Nobel Prize was awarded to Israeli-American Prof. Robert J. Aumann and US citizen Prof. Thomas C. Schelling, for research on using game theory to explain conflict resolution. The theory, which was devised in 1944 by John Van Neumann and Oskar Morgenstern, is often used in a political or military context to explain conflicts between countries but has been of late used to make trends in business world, ranging from how cartels set prices, to how companies can better sell their goods and services in new markets.

The understanding of game theory helps explain economic conflicts, like price competition and trade wars. It is also applicable in political science and other social sciences. It can also be used to understand why some communities are more successful than others in managing common pool resources and to understand how merchant guilds, international trade treaties and even organised crime groups are formed and operate.

Earlier, in 1994, the Nobel Prize was given to another economist Prof. Nash of USA, for working on Game Theory.

Using the theory—interactive decision scenario—the Nobel Laureates found why some persons and countries manage to co-operate, while others suffer from conflict. Their work has helped to understand trade disputes, organised crime, political decisions, and wage negotiations as well as outright shooting wars. In economics and business, it became clear why initially competing firms would eventually collude to fix prices or why farmers would share pastures or irrigation system. The Nobel Prize winners did not stop at conflict resolution in economics; they sought to explain the phenomena from the audience's choice of seats at a concert, to racial and sexual discrimination. After Professors Schelling and Aumanu, seemingly irrational behaviour can be explained. According to the Nobel Prize jury, their work has transformed the social sciences far beyond the boundaries of economics.

Prof. Schelling, now 84, and Professor Emeritus at Maryland University in the USA, produced his main work during the Cold War, which pitted the United States against the Soviet Union, using Game Theory methods to explain the era's most vital issues—global security and the arms race. Having worked on the Marshall Plan—the US post-war aid programme for battle-ruined Europe and at the White House in the 1950s, Prof. Schelling was well-placed to examine the rationale behind the superpowers' nuclear stand-off. He showed that the ability to retaliate

can be more useful than the ability to resist an attack, and that it may be good to keep your enemy in the dark over how your retaliation will look. According to Schelling, limiting one's own options—burning one's bridges—can paradoxically also help get the better of an opponent. His seminal work, "The Strategy of Conflict", became a classic and has influenced generations of strategic thinkers. In the opinion of the jury, these insights have proven to be of great relevance for conflict resolution and efforts to avoid war.

Building on Schelling's original ideas, Professor Aumann applied the tools of mathematical analysis to highlight the alternatives available to one's own country and the opponent in times of conflict.

PETER DRUCKER

A TRIBUTE

Peter F. Drucker, probably the most widely read and quoted management scholar of the 20th Century, passed away on November 11, 2005, at the ripe age of 95. His death brought to an end the golden era of management thought. He preferred himself to be referred to as a 'social ecologist'; rather than a management theorist, much less a management *guru*. Moreover, he was a superb historian and an eminent journalist.

LIFE

Born in 1909, in Vienna, Peter Drucker was educated in Austria and England. He took his doctorate in Public and International Law, while working as a newspaper reporter in Frankfurt (Germany). He then worked as an economist for an international bank in London. He began his teaching career as a professor of Politics and Philosophy, at Bennington College (Vermont, USA). He was Professor of Management, at the Graduate School of New York University (NYU) from 1949 to 1971. In 1969, he received his highest honour, the NYU Presidential Citation. Druker

had been the Clarke Professor of Social Sciences and Management at Claremont, California, from 1971 to 2002. In 1984, the Graduate Management School of that University was named after him. It is now known as the Peter F. Drucker and Masatoshi Ito Graduate School of Management. Till two years before his death, he was actively associated with teaching in Claremont University.

CONTRIBUTION

The list of Drucker's contribution to management literature is very long. He was a consultant to many of the world's largest corporations. He also worked as a consultant with several non-profit organisations, small and entrepreneurial companies and various agencies of the US government. Drucker is regarded as the father of 'Management by Objectives' (MBO). General Electric was the first company to adopt MBO and put it into practice, with Drucker's help as a consultant. Drucker's MBO philosophy includes the method of planning, setting standards, appraisal of performance, and motivation. He preferred the horizontal structure organisation, instead of the pyramidical one based on the limited 'span of control'. During 75 years of his career, Drucker wrote 39 books starting from *The End of the Economic Man* (1939), to his last book, *The Effective Executive in Action* being publishted 2006). The next major book of Drucker was *The Conduct of the Corporation: A Classic Ethnography of a Modern Corporation*, which is said to have re-invented the study of modern management. While thirteen of his books covered various fields, like society, economics, and politics; fifteen are on management alone. Two of his books are novels, one is an autobiographical account, and he is a co-author of a book on Japanese painting. He has made four series of educational films based on his management books. He has been an editorial columnist for the *Wall Street Journal* and a frequent contributor to the *Harvard Business Review* and other journals of repute, like *The Economist, the Atlantic Monthly, Financial Times, Foreign Affairs and Fortune.*

ACHIEVEMENTS

In 1997, Drucker was featured on the cover of *Forbes Magazine*, under the headline, "Still the Youngest Mind". *Business Week* called him "The Most Enduring Management Thinker of Our Times". For his books, *The Effective Executive and Management Challenger for the 21st Century*, Drucker received the Presidential Medal of Freedom from President George W. Bush. He holds honorary doctorate from 25 universities in America, Belgium, Czech, England, Spain, and Switzerland. He had served as President of the Society for the History of Technology, from 1955 to 1960.

Drucker was always against bureaucratic management. Instead, he emphasised creative and innovative management. He stressed the setting up of objectives for each member of an organisation. He advocated distributing all necessary information to each member so that he can change, with a view to meeting his objectives, the self-control of each unit in the organisation.

In the death of Drucker, the world has lost a great management thinker, consultant, writer, and above all a management guru. He will always be remembered for his enormous contribution in the field of management. He had infact become the guru to the world's corporate elite. Drucker's contribution in strategy and policy- making for businesses and social-sector organisations will always be remembered and his MBO will be practiced in management for the success of organisation by the future generations.

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